

Academic Performance Standard 1 – Curriculum Primary and Intermediate Levels

Standard 1: The school develops and implements an arts and humanities curriculum that is rigorous, intentional, integrated and aligned to state and local standards.

Indicator	Ratings of Performance			
	4 <i>Exemplary level of development and implementation Meets the criteria for a rating of “3” on this indicator plus:</i>	3 <i>Fully functional and operational level of development and implementation</i>	2 <i>Limited development or partial implementation</i>	1 <i>Little or no development and implementation</i>
1.1 Curriculum 1.1a There is evidence that the curriculum is aligned with the <i>Program of Studies regulation, Academic Expectations, and the Core Content for Arts and Humanities Assessment</i> . <u>Examples of Supporting Evidence:</u> <ul style="list-style-type: none"> Local standards-based curriculum documents/units of study/lesson plans Curriculum maps Staff member, student and parent/family member interviews School council policies Skills and standards documents Professional resource materials School master schedule 	The school initiates active collaboration among teachers to insure alignment vertically and horizontally.	The implemented curriculum is directly based on and fully aligned with Kentucky’s <i>Program of Studies regulation, Academic Expectations, and Core Content for Arts and Humanities Assessment</i> and clearly defines what students should know and be able to do.	The implemented curriculum is aligned with one or two of Kentucky’s standards documents. Enduring understandings, concepts and skills are not sufficiently identified.	The implemented curriculum is based on resources and materials not intentionally aligned with Kentucky standards (e.g., textbooks).
	The school initiates collaboration among teachers to prioritize and sequence curriculum to promote mastery of learning.	The content and sequence of the implemented curriculum intentionally promotes mastery of learning	The implemented curriculum allows, but does not always intentionally promote mastery of learning.	The implemented curriculum addresses only content coverage rather than mastery of learning.
	The implemented curriculum is research-informed to ensure that it is age appropriate and developmentally appropriate and differentiates to address the individual learning styles of the school’s diverse student population.	The implemented and fully aligned curriculum is intentionally developmentally appropriate and culturally responsive.	The implemented curriculum is sometimes developmentally appropriate and culturally responsive, but is inconsistent or not intentional.	The implemented curriculum is not age and developmentally appropriate.

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1.1 Curriculum 1.1a (continued) There is evidence that the curriculum is aligned with the <i>Program of Studies regulation, Academic Expectations, and the Core Content for Arts and Humanities Assessment.</i> <u>Examples of Supporting Evidence:</u> <ul style="list-style-type: none"> Local standards-based curriculum documents/units of study/lesson plans Curriculum maps Staff member, student and parent/family member interviews School council policies Skills and standards documents Professional resource materials School master schedule 	The implemented curriculum is systemic, demonstrating strong connections within the arts and between the arts and other content areas and the arts are integrated across content areas in the regular classroom.	The implemented and fully aligned curriculum intentionally addresses interrelationships among the arts and between the arts and other content areas.	Connections within the arts or between the arts and other content areas are limited.	The implemented curriculum does not identify interrelationships between the arts or connections between the arts and other content areas, or suggested connections are inaccurate or insignificant.
	All students are regularly involved in creating, performing, and responding to music, dance, drama/theatre, and visual arts.	All three of the arts processes (creating, performing, and responding to the arts) are fully incorporated into the curriculum.	One or two arts processes are incorporated into the curriculum and building capacity in the three arts processes is not sufficiently addresses.	The implemented curriculum shows not intentional effort to involve students in the three arts processes of creating, performing, and responding to the arts.
	The school expands on the curriculum by building in additional opportunities to learn beyond the classroom utilizing community, local, and state arts resources to expand opportunities to learn music, dance, drama/theatre, and visual arts.	The implemented curriculum recognizes each of the four arts (music, dance, drama/theatre, visual arts) as discrete, sequential subjects and provides regular opportunities to learn in each of the four arts disciplines.	The implemented curriculum recognizes two or three arts disciplines as discrete, sequential subjects, but does not provide for regular opportunities to learn in each of the four arts disciplines.	The implemented curriculum does not recognize each arts discipline (music, dance, drama/theatre, visual arts) as discrete, sequential subjects with their own body of knowledge, and does not insure that students have regular opportunities to learn in each of the arts disciplines.

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1.1 Curriculum 1.1b The curriculum provides access to a common academic core for all students.	The curriculum is rigorous and provides expanded opportunities (e.g., field trips, visiting artists and artist residencies, community arts resources, etc.) beyond the common core.	A rigorous arts and humanities curriculum in music, dance, drama/theatre, and visual arts is available to all students.	A rigorous arts and humanities curriculum is offered to only some students, and students do not have an opportunity to learn all four arts disciplines.	The curriculum is not rigorous and does not provide all students with access to learn all four arts and humanities disciplines. (music, dance, drama/theatre, visual arts)
<u>Examples of Supporting Evidence</u> <ul style="list-style-type: none"> Curriculum documents Units of study/lesson plans Individual student schedules Student handbook Individual education plans/504 plans Student and family member interviews Individual learning plans Master school schedule Instructional syllabi School council curriculum policy 	Students' needs are addressed through inclusion in the classroom and through additional extended curriculum opportunities while maintaining expectations for high academic performance.	Opportunities for all students with special needs are fully addressed in the curriculum and the curriculum maintains high academic expectations for all students.	Opportunities for special program needs are addressed in a limited manner and the curriculum does not maintain expectations for high academic performance for all students.	Opportunities for special program needs (ELP, GT, 504, etc.) in music, dance, drama/theatre, and visual arts, are not addressed in the curriculum and the curriculum does not accommodate the learning needs of students.
	The school extends learning opportunities beyond the physical boundaries of the school for all students to access Kentucky's <i>Academic Expectations, Program of Studies and Kentucky's Core Content for Assessment</i> in ways that are compatible with the varied interests of the schools' diverse population.	The implemented common core curriculum provides opportunities for all students to access Kentucky's <i>Academic Expectations, Program of Studies and Kentucky's Core Content for Arts and Humanities Assessment</i> .	The implemented common core curriculum provides some opportunities for all students to access a curriculum that is aligned with Kentucky's <i>Academic Expectations, Program of Studies and Kentucky's Core Content for Arts and Humanities Assessment</i> , but is not accessible to all students or does not fully address the standards in these documents.	The implemented common core curriculum does not provide opportunities for all students to access curriculum that is aligned with Kentucky's <i>Academic Expectations, Program of Studies and Kentucky's Core Content for Arts and Humanities Assessment</i> .
	The curriculum elicits higher order thinking, creativity, and problem solving skills from all students and provides opportunities for authentic application of these skills.	The curriculum elicits higher order thinking, creativity, and problem solving skills from all students at age and developmentally appropriate levels.	Some of the curriculum elicits higher order thinking, creativity, and problem solving skills from students at age and developmentally appropriate levels.	The curriculum does not elicit higher order thinking, creativity, and problem solving skills from students.

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	The curriculum standards for music, dance, drama/theatre, and visual arts are identified and communicated to all stakeholders including all teachers in the school, school administration, and parents.	The curriculum standards for music, dance, drama/theatre, and visual arts are identified and communicated to all students.	The curriculum standards for music, dance, drama/theatre, and visual arts are occasionally identified and communicated to students.	The curriculum standards for music, dance, drama/theatre, and visual arts are not identified and communicated to students.
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1.1 Curriculum 1.1c There is in place a systematic process for monitoring, evaluating and reviewing the curriculum. <u>Examples of Supporting Evidence</u> <ul style="list-style-type: none"> School council/local school board polices and meeting minutes Comprehensive school improvement plan Data analysis summaries/reports School and district curriculum committee meeting minutes School and district staff member and parent school council member interviews 	The school council analyzes student performance data for arts and humanities and reviews their policies and procedures to make data-informed decisions for curricular improvements.	The school council has adopted a curriculum policy for arts and humanities and school leadership has implemented procedures to address curriculum issues (e.g., curriculum development, alignment and revision; vertical and horizontal articulation; key transition points).	The school council has an arts and humanities curriculum policy and school leadership has procedures to address curriculum issues, but they are not always fully implemented.	The school council does not have an arts and humanities curriculum policy.
	Designated school staff members initiate collaboration with other schools and educators to ensure implementation, monitoring, evaluation and revision (as needed) of the aligned arts and humanities curriculum to ensure that school staff members are cognizant of the most up-to-date curricular trends.	The school has a curriculum committee that meets regularly and uses multiple indicators of student performance (e.g., local and state standards, student performance on classroom and state assessments, student academic needs defined by other sources) to evaluate, monitor and make recommendations for any needed revisions in the arts and humanities curriculum.	The school curriculum committee evaluates, monitors and recommends revisions to the arts and humanities curriculum based on a single or irrelevant indicator(s) of student performance.	The school does not have a curriculum committee, or the existing committee is ineffective and does not meet for the purposes of evaluating, monitoring, or recommending revisions to the arts and humanities curriculum.

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<p>1.1d The school curriculum provides specific links to continuing education, life and career options.</p> <p>Examples of Supporting Evidence:</p> <ul style="list-style-type: none"> • Comprehensive school improvement plan • Units of study/lesson plans • Career opportunities programs • Articulation agreements • Availability of local resources • Field trips, field experiences, community mentoring programs • Perception surveys • Staff member, family member, student and community member interviews • Allocation of resources • Individual learning plans • Successful transition data • Media materials • Advisor/advisee agenda • Guidance materials 	<p>The curriculum consistently emphasizes connections and provides experiences (e.g., professional artists in-school programs, field trips to live performances/exhibits by professional artists, focus on development of artistic skills, career reviews) that present a variety of education and career options.</p>	<p>The curriculum provides intentional connections (e.g., career information, exposure to professional artists, skills in arts production) to familiarize all students with a variety of educational and career options.</p>	<p>The curriculum provides some connections that help to familiarize students with career options, but the effort is not intentional and consistent across the four arts disciplines.</p>	<p>The curriculum does not provide connections to education and career options in the arts.</p>
	<p>The curriculum intentionally integrates and expands learning opportunities in school and within the community (e.g., mentoring, artist residencies, shadowing, field trips) for students to apply skills, knowledge and processes that prepare all students to become self-sufficient in the arts and productive citizens.</p>	<p>The curriculum integrates opportunities for application of arts skills, knowledge, and processes that will prepare all students to become self-sufficient in the arts.</p>	<p>The curriculum includes some opportunities for application of arts skills, knowledge, and processes, but opportunities are limited or not authentic.</p>	<p>The curriculum does not include opportunities for application of arts skills, knowledge, and processes.</p>
	<p>The school curriculum ensures that all students exit the 5th grade with and continue thereafter to develop and implement an individual plan for continued study in the arts, and a record of evidence reflecting achievement and for use in making a successful transition through each level of school and into adult life.</p>	<p>School staff works collaboratively with students and parents to develop individual plans for continuing education in the arts and developing a record reflecting achievement in the arts. These plans are reviewed annually.</p>	<p>Not every student has an individual arts education plan or a record of evidence reflecting his or her individual achievements in the arts. Student and/or parent input is not always sought for revisions to the plan.</p>	<p>The school does not have individualized plans for students in the arts or does not guide students in the development of a record reflecting their individual achievements in the arts.</p>